

Newsletter

July 1979, Vol. 5 #3

Blissymbolics
Communication
Institute



BLISSYMBOLICS COMMUNICATION INSTITUTE

The purpose of this Newsletter is to publish articles and news items concerning Blissymbolics which uses visual symbols as an augmentative to communication. The many applications of Blissymbolics include the following:

1. Communication Difficulties
2. Cognitive and Language Development
3. Reading
4. International Communication

SUBSCRIPTIONS Available through associate membership in B.C.I.

Fee: \$25.00 per annum (\$2.00 for symbol users)

Write to: Blissymbolics Communication Institute
862 Eglinton Avenue East
Toronto, Ontario, Canada
M4G 2L1

ARTICLES Readers are encouraged to contribute letters and articles in order to share their symbol experiences.

Send to: B.C.I. Newsletter
c/o Mrs. Barbara Rush, Editor
64 Magnolia Drive, Hamilton
Ontario, Canada, L9C 5T2

C O N T E N T S

Overview	2
Bliss in the Classroom	3
Scotty	7
Symbol Display Ideas	8
News From Trinidad	12
A Multi-Disciplinary Approach	13
Pen Pals - U.K.	14
Symbol Users' Corner	17

OVERVIEW

We begin this issue with a few solid teaching tips from M. Plenderleith of Scotland. This article was first printed in the U.K. Newsletter, January 1979. Next we meet young symbol user, Scotty Niles, and his proud parents who write to tell us of their son's experiences with Blissymbols.

Now that standard symbol displays are no longer available, a number of people are experimenting with various shapes, sizes and vocabularies. Lois Valentic has made two new displays for her son, Victor, and shares her ideas with us. Writing from Trinidad, Zorida Ali sends news of the Bliss programme she has introduced to her daughter's school. The need to extend responsibility for a symbol programme beyond the traditional teacher and speech pathologist is ably demonstrated by Margit Sampogna.

A great motivational tool for symbol users is having a penpal with whom one can communicate. Renee Woodhouse works with adult symbol users in England and is anxious to establish contact with symbol users in the States and Canada. Our Symbol Users' Corner begins with some of the letters written by Renee's symbol friends. The poem "Take Time For Me", obtained from the Villa Residence in Thornhill, is a delightful illustration of the symbol user's plight. We conclude with an example of the exchange of correspondence that exists between symbol classes in Holland and Canada.

.....

This is the last issue of the current series - Volume 5. In the past, subscriptions have been available through associate membership and by Newsletter subscription alone. This policy has changed. The Newsletter will now form part of the benefit package available through associate membership. The fee has increased to \$25.00 per annum in order to subsidize the reduced fee of \$2.00 per annum for symbol users. More detailed information on this policy change will be included in the next BCI Bulletin.

Associate members will continue to receive the Newsletter until their membership term expires. They will be notified by B.C.I. when renewal is due. Newsletter subscribers should note that this is the last issue they will receive. If they wish to receive further Newsletters, they must now apply for associate membership. The next issue will be published in November, 1979.

Barbara Rush
Editor

(C) Blissymbolics Communication Institute,
Toronto, Canada

No part of this publication may be duplicated
without the express permission of the B.C.I.

BLISS IN THE CLASSROOM

By: M. Plenderleith
Edinburgh, Scotland

I'd like to begin by setting the scene for the arrival of Bliss in the classroom, and its general acceptance and use there, before going on to speak more particularly about some specific teaching ideas.

The class consists of a group of twelve severely physically disabled teenagers, with age ranges 11-16 years. Ability levels are in the 'below average' range, and a studied remedial programme is necessary to meet individual needs. But, at the same time, provision has to be made for group integration and interaction.

Prior to Bliss, our sole non-communicator Ali had a very restricted access to the affairs of the group. He could vocalize (in a variety of pitches and volumes to signify acquiescence or otherwise) - gesture (with rather imprecise flailing movements) - point (to a very limited word/picture board) - and answer ('Yes', right hand up - 'No', left hand up, or alternatively eyes looking up or down). As a result, he was always the receiver, never the initiator of ideas, the one who agreed or disagreed during discussion, never the one to offer a spontaneous remark or opinion.

The symbols arrived first of all as a few intriguing picture cards sent in by the speech therapist, who had duly provided a meaning key. They were introduced informally to the class with the words, "Look, this is the way Ali says Man, Woman, House, etc." The symbols went up on the board and on to flash cards to be studied in conjunction with any written material in current use. The class at that time was doing a lot of work based on finding the missing word, the symbol to be used beside the word to help in identification. (An aside here that if the symbol user had not already been popular with the class, the task of introduction would have been infinitely more difficult).

Very rapidly the picture cards became too numerous to cope with, and they were replaced by a Hundred Board. The passive non-communicator became the active instructor. "Ali says this -



What is he telling us?"

"That was a good sentence. Can you make a Bliss one? Let's find out what Ali thinks/wants/knows."

Symbol labels were blu-tacked to furniture and pictures around the room, and recognition charts appeared on the walls. "How many of these Bliss Symbols do you know? - Test yourself with a partner - Which symbols are in the wrong place? - Can you put the symbols back accurately?" Ali loved the role of consultant. Work sheets instructed, "Have a chat with Ali. Make a note of something he has told you."

There were Bliss periods when we all became silent symbol users - at least until we dissolved into laughter, defeated by our own inadequacies. Symbols meant status, and their constant usage began to make our non-readers with oral speech aware of Bliss potential as an aid to word recognition.

The Bliss communicator was suddenly at the centre of things with a supply of willing partners, ready to work with him, eager to visit his Symbol Group meetings with symbol users from other classes, and to receive them into the classroom, confident of being able to 'talk' not at, but with them.

The Hundred Board enlarged into a Two Hundred Board, with even wider possibilities for use and abuse. A new game was to symbol-describe every member of the class. As I recall, "happy" and "dirty" were among the most favoured epithets of that time.

One of the highlights of this period was the writing of a Bliss poem by Ali and a partner which went forward to the Spastic Society's literary contest and won a special award. It was also Top of the Pops in our class magazine. (See poem next page)

With Ali now using a Four Hundred Board, I go on to talk about some aspects of work with him as an individual. It is not possible to talk about reading in isolation, as his reading problem has proved to be very intractable for a variety of reasons - e.g. poor aural and visual discrimination, inadequate head control and hand function - so I will describe 'language' building techniques which seem to be working for us.

In the classroom is a library box of 59 books, changed every term, which encompasses a wide range of topics, levels of interest and reading competence. From this Ali makes a choice of a story to be read aloud to him. He tends to select the very simple material with a lot of illustration aimed at a 6-7 year reading and interest level.

Ali the Blighter

λ $\hat{\downarrow}$ $\times \overset{\vee}{\heartsuit} \ll$

There once was a fighter called Ali the Blighter.

λ $\hat{\downarrow}$ $\times \overset{\vee}{\heartsuit} \ll$

One night while out walking he felt like assaulting.

1Ω $\hat{\Delta}$ $\boxrightarrow$ λ $\overset{\wedge}{\heartsuit}$ $\hat{\downarrow}$ $\times \overset{\vee}{\heartsuit} \ll$

Two men got a frighter from Ali the Blighter.

$\times \lambda \lambda$ $\overset{\vee}{\heartsuit} \downarrow (?)$ λ $\hat{\downarrow}$ $\times \overset{\vee}{\heartsuit} \ll$

They crashed to the ground and were quite dumbfounded.

$\lambda \lambda$ $\hat{\downarrow}$ $\times \triangle$ $\times \overset{\vee}{\heartsuit} \downarrow (?)$

Next he came to a damsel who felt like romancing.

λ $\hat{\downarrow}$ $\times \overset{\vee}{\heartsuit} \ll$ $\hat{\Delta}$ $\rightarrow$ Δ $\overset{\wedge}{\heartsuit}$ $\rightarrow \heartsuit$

So Ali the Blighter he sat down beside her and frightened Miss Muffet away!

λ $\hat{\downarrow}$ Δ $\overset{\vee}{\heartsuit} \downarrow (?)$ Δ $\hat{\Delta}$

After reading aloud, there are questions to find the extent of his comprehension of both the written and pictorial material. Then together we try to find the symbols to go with selected words from the story, or vice versa - finding words to go with the symbols is a more difficult task. We also list words which begin with a given letter and use symbols to describe them as fully as possible. Combines are beginning to come into their own here. Later, the class joins in to see if they can guess the word or provide a better description.

At the same time there continues to be a steady output of dictated material, some of it free as in story telling, newsgiving and letter writing, and some of it channelled into subject study. For instance, some of our geography for the term has included a look at South Africa and Indonesia, since some of the class have connections with these places. Comment Scrap books are compiled and illustrated with pictures.

History work sheets (Stone and Bronze Ages) require the class to comment, write and illustrate. Ali does the same Blisswise. Quiz sheets based on the new remedial magazine 'Now' for reluctant teen-aged readers can be completed in Bliss terms, as can further general interest scrap books and a brief personal diary for the current month.

It is adopted policy of the school to take classes on regular educational outings during which Ali and the symbol conscious class take note of sign language to compare with Bliss for similarities and differences.

Snap cards and Bingo boards continue as the favourite games at group and partner level, and 'Find the Symbol' sheets are in regular use.

As you will be aware, the ideas presented here are all very basic, but they are ideas that work for this particular boy in this particular situation, and they may help someone else to start or to continue with a Bliss programme of their own compiling.

SCOTTY

By: Dave and Elynn Niles
Ypsilanti, Michigan

This is our son Scotty. Scotty has severe cerebral palsy with poor head control and no verbal speech. He makes many sounds, is very alert, and a very happy child. He was ten years old this past March.



Scotty started school at U.C.P. of St. Paul, Minnesota, at the age of three. Two years ago his teacher, Wendy Bakken, and speech therapist, Kathy Myer, began a Bliss communication programme with Scotty. He was very responsive to this new form of communication and even got his dad and mom all excited to learn Bliss! Dad even made a trip to Toronto (when on business in Canada) to the B.C.I. office to get as much information as possible. Very shortly after that, Scotty had Blissymbols hanging on the refrigerator door at home so he could use them there as well as at school. Before we moved in January, 1979, he had about thirty symbols he knew quite well.

Scotty is now in a very fine educational setting at Rackham School where his teacher, Helen Johnson, and speech therapist, Alice Fell, are working very hard to improve his communication through use of Blissymbols. Rackham is a traditional public school designed to accommodate physically impaired children. Mrs. Fell is now concentrating on finding which types of switch works best for Scotty so he can use the electronic Bliss display. Through Scotty's and Mrs. Fell's efforts, our son is now able to answer questions by using eye contact with large Blissymbols held in front of him and by answering "yes" and "no" which he has learned to do by looking to the left for "no" and to the right for "yes". Not only are we, his parents, thrilled that Scotty can communicate but Scotty is very proud of himself and so excited that he can finally make us understand what he wants to say. Now, instead of guessing his needs, we are insisting that he tell us via his Bliss cards and the "yes/no" method. And best of all, he wants to tell us!!! He seems really eager to communicate and finally through Blissymbolics we are finding a way.

The one dream we have always had for Scotty was that he would be able to communicate with us. Now, thanks to Blissymbolics, that dream is becoming a reality. What a thrill this has been for all three of us.

SYMBOL DISPLAY IDEAS

By: Lois Valentic
Hamilton, Ontario

#1 Symbol Display and Attached Case

Overall size of completed display is 26" x 19".

Size of folded display is 9" x 19"

Materials required:

1 set 1000 coloured symbol stamps 9/16"

2 512 grids for 9/16" stamps

Several copies of front and back information sheets

1 sheet bristol board

Clear vinyl .008 gauge 54" wide, \$2.50 per yard in fabric or houseware department

Vinyl upholstery fabric with backing 54" wide, \$6.98 per yard, may be purchased in variety of colours

Transparent tape

Clear mac tac

Black laundry marker pen

Arrange symbol stamps on grid in desired positions. Using the laundry marker, make any necessary changes to wording on symbol stamps, example (my son requested the word "pretty" be added to the stamp "attractive" and the word "meeting" to "gathering"). Use the marker to draw the Special Symbol section. Place a separate piece of mac tac over any section in which you have used coloured pencil in order to maintain the colours over time. The symbol display is made in three sections, each section is ten symbol squares across by 26 symbol squares down. Scotch tape the grid sections to 3 individual pieces of bristol board allowing a margin of $\frac{1}{2}$ " on all sides. I have used $7\frac{1}{2}$ " x $17\frac{1}{2}$ " sections (See Fig. 1). The sections are then taped together so that they fold providing a front and back cover. On the front cover appears the child's name, address and additional information to help people understand how the child uses the board to communicate (See Fig. 2). Make several copies of this information on a copier to be available when replacement is due. We have used the back cover for names of friends, classmates, teachers, special people, and names of current interest people. Place a piece of clear mac tac over the cover and back sheet sections and set aside.

Cut a piece of upholstery fabric the width of the three sections plus an allowance of 1" on all sides together with a $\frac{1}{4}$ " allowance between the sections. I have used a piece of fabric $28\frac{1}{2}$ " x 21". Place sections on fabric with wrong side of fabric facing you. Place clear vinyl over symbol sections. Fold the 1" allowance of fabric over the clear vinyl. Use strips of clear mac tac to hold these borders in place.

Front and back cover sections can now be placed on the case using clear mac tac to cover the entire bristol board section allowing $\frac{1}{2}$ " all around. Handles: Cut two strips of fabric 6" long x 1" wide. Fold strips to a width of $\frac{1}{2}$ ", top stitch by machine using polyester thread, zig zag stitch. The first handle should be applied to front border section with symbol display facing you. Place one handle half way down leaving $2\frac{1}{2}$ " between each end of handle. Top stitch through thickness of handle and case. The second handle will be placed on the back of symbol case in like manner with right side of case facing you when stitching (See Fig. 3). If you wish you may stitch $\frac{1}{2}$ " from outside edge around the entire symbol display. It does help to give the display a firmer and more finished appearance. The strips of mac tac however are quite adequate.

#2 Symbol Display and Carrying Case

Overall size is 20½" x 17 3/4". Size of folded display is 9½" x 7".

Materials required:

1 set of 1000 coloured stamps 9/16"

2 512 grids for 9/16" stamps

Front and back information sheets

Clear mac tac

Scotch transparent tape

Laundry marker

3/4" book binding tape

Vinyl upholstery fabric

Follow instructions for #1 display to point where the three grids are attached to three pieces of bristol board. For this symbol display, we will divide each section in half giving us six individual sections with 10 symbol squares across and 13 symbols squares down. An allowance of 3/4" for folding is necessary. Also a 1" border around outside dimensions (See Fig. 4). Tape information sheets to front and back covers (See Fig. 5). The entire display is placed between sheets of mac tac using small pieces of Scotch tape to hold sections in place. Use the 3/4" book binding tape around the outside edges of entire display ensuring that mac tac is encased in the binding. On the folds, place a strip of book binding tape on both sides of display.

The case is made with upholstery fabric. Cut 2 pieces of fabric a little larger than the size of the folded symbol display. Our case is 9½" x 8½". With right sides together, stitch sections together turning down a piece of the fabric for a hem. The strap is made from a piece of fabric 40" long x 1" wide. Fold strap to width of ½" and top stitch close to each outside edge with zig zag stitch. Attach strap to case by inserting 1" of strap ends inside case and stitch through entire thickness of case and strap (See Fig. 6).

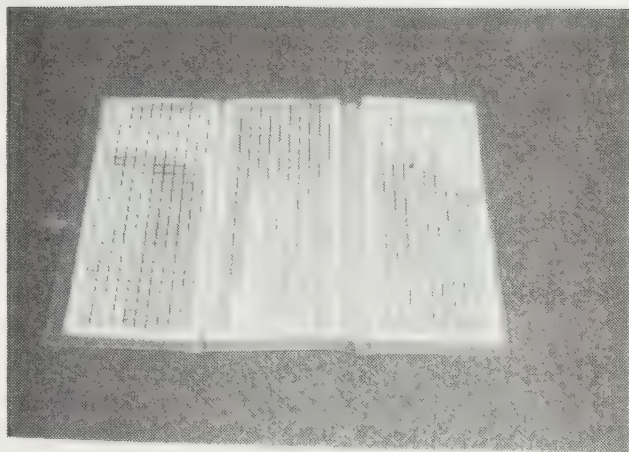


Fig. 1



Fig. 2

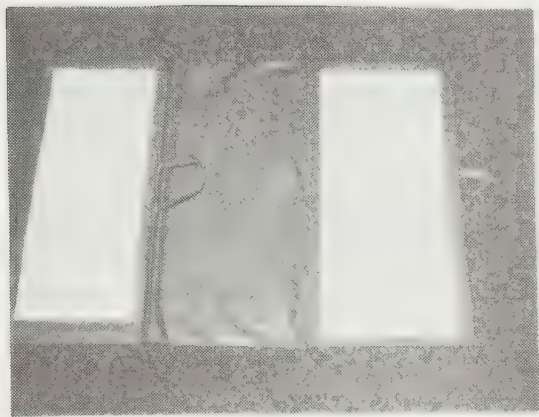


Fig. 3

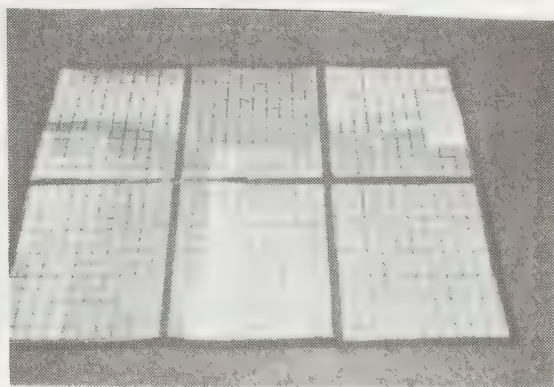


Fig. 4

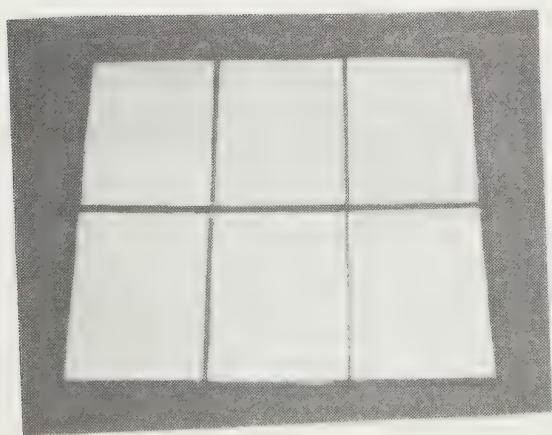


Fig. 5

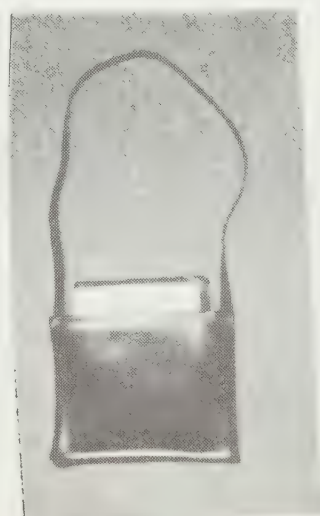


Fig. 6

NEWS FROM TRINIDAD

By: Mrs. Zorida Ali
Port-of-Spain, Trinidad

The Blissymbolic system is now being used for the first time in Trinidad at the Princess Elizabeth Centre for Physically Handicapped Children. It was introduced by me at this Centre where I do voluntary work on a daily basis.

The Blissymbolic class comprises four children whose sense of hearing is quite normal but who unfortunately cannot speak as a result of some form of brain damage. Two of the children use their feet to write. My cerebral palsied daughter, eight years old, attends this class.

The children find the symbols on the Bliss Displays fascinating and stimulating, and consequently show a keen desire to express themselves by using them. Some are better with words, while others depend on visual memory to select the symbols.

My daughter, Naomi, can form sentences on the Bliss Display and also show "A", "B" and "C" on it. In addition, she indicates 1, 2, 3, etc., with her fingers. Naomi attends another class where the children speak with ease and here she can distinguish boldly-written words very clearly.

I was first exposed to the Bliss system at the Mackay Centre for Deaf and Crippled Children in Montreal where my daughter attended school and participated in the Bliss programme for approximately three years. I was also actively involved in volunteer work at this school for the same period. During my stay in Montreal, I attended a Beginner's Instructional Workshop in Blissymbolics and in 1978, I attended an Advanced Workshop in Toronto.

Since my return to Trinidad and the subsequent enrollment of my daughter in the handicapped school, I have been entrusted with the responsibility of introducing Blissymbols to the four children as stated above. Although we have no trained teachers as yet, the principal and other school officials have shown great interest in the programme.

Finally, I must mention that I met some of the symbol students' parents and they were extremely pleased to see their children expressing themselves on the Bliss display. As a mother of a cerebral palsied child, I was delighted to share my experience with other parents.



Naomi and Ronica are ambulatory and able to gesture well. Lisa is confined to a wheelchair.



L. to R. Ronica, Naomi (my daughter) and Lisa. Ronica and Naomi fingerprint to symbols whereas Lisa uses her toes.



BLISSYMBOLICS - A MULTIDISCIPLINARY APPROACH

By: Margit Sampogna
Hamilton, Ontario

Speech pathologists and Bliss-trained teachers are traditionally associated with a Bliss programme. Here at the Cerebral Palsy Centre, (Chedoke Hospital, Hamilton), under the direction of Shelley Miller, speech pathologist, a multidisciplinary team has emerged which also includes; a classroom Bliss instructor, Bliss aide, occupational therapist, kindergarten and nursery school teachers, social worker and psychometrist with backup service from Biomedical Engineering. The team members are drawn from two agencies - Chedoke Hospitals and the Hamilton Board of Education. With the exception of the Bliss classroom teacher, the team members work part-time with Bliss having time commitments to other programmes.

Special projects which the group has undertaken include:

- a) the establishment of a Bliss materials lending library,
- b) the design and construction of Bliss games and teaching aids,
- c) a library project with the aim of incorporating Blissymbolics into library books in circulation in the public library system. The Hamilton Children's Library Service has requested specific recommendations so that a formal proposal can be presented to the library board,
- d) ongoing inservice to hospitals and community facilities upon request,
- e) assessment of electronic prototypes and equipment developed by other centres to facilitate communication,
- f) formal presentations and seminars to parents, professionals and other interested parties,
- g) team input to individual case studies.

The team meets monthly to share goals and concerns. Individual team members may be called upon to provide inservice to the team. The social worker, occupational therapist and teacher will consider the Bliss user from very different viewpoints. The team approach has been helpful in bringing the many varied needs of the non-vocal physically-handicapped child into perspective. Regular meetings each month help to remind us that we are a "team" and put the theory of teamwork into practice. In September we plan to invite three community teachers working with symbol users to join our monthly meetings.

PEN PALS - U.K.

By: Renee Woodhouse
England

Late last September, when I started visiting Kyre Park Spastics Centre twice a week, we started Blissymbolics with ten residents and their houseparents. The residents ranged in age from 18 to 54 and none of them was really literate, although some could read numbers and simple words. After some 6 months, some of our original students have dropped out, some have made little progress, mainly for physical reasons, one has trouble with sequencing and cannot distinguish the numbers 1-2-3 (making the teaching of such persons difficult), although he can distinguish other symbols well, and quite a few have grasped the mechanics well and progress has been rapid. With a linguistic background, I have found it easy to invent conventional exercises using picture books and stories, which are not too different from those used in teaching a foreign language. Strategies were introduced early, especially "opposite" and "combine", and in the company of other residents who can speak, we have had great fun in exploring combinations: "room, music, walking": for "disco", and even "food, take away (!), man, colour, sun" for - well, you've guessed it!, with most of these thought up by the symbol users, themselves.

Most of them are now able to give quite complicated answers to questions about family or events, using mainly the standard 200-chart. And here come the problems of spontaneity and motivation for the adult symbol users. These young and older adults have been communicating with those in their immediate surroundings somehow, by grunts or signals, or at least with those who are important to them. The rest they have more or less ignored. I don't think that communication with those around them provides sufficient motivation for these symbol users. Stimulation must now come from outside; if there is an exchange of ideas, minds will flourish. If there is no such exchange of ideas, ideas may no longer come.

I felt I wanted to provide motivation, stimulate ideas, and give myself a major teaching aid: my idea of writing letters in symbols and hoping for "pen friends" was greeted with incredulous delight and some fear by those who could not read, much less write. In the event, it proved simple; letters ranged from "I'm in a wheelchair, have blue eyes, I love God, flowers, music" to the more sophisticated "when I am at home, I help in my mum's newspaper shop". Information about the writer, personally, about his likes and dislikes, about the Centre, and even about plans for the summer ("We are going to Jersey by plane") and other coming visits and events are easy to express in symbols and make good "reading". We opened the letters with the symbol for "hello" and closed it with "will you write to me"? or "your friend", or "with love" (cordially). Of course they needed help with the writing - which normal student doesn't? - but fairly quickly, the ideas came. Two of us acted as secretaries; either would take the symbols down on a pad as they were pointed at, slipping in some teaching at the same time or helping with simpler versions when the writer got stuck. I then transcribed the letter, using a template to make it easier on the recipient and/or his teacher/houseparent, and adding words to the symbols, just in case. By slipping carbon paper between the sheets of a large, faintly lined pad, I get three copies: one for the recipient, one for the writer, and one for our files. The writer treasures the copy of his letter and looks at it again and again, hopefully becoming familiar with the symbols that had been new to him. (Some of these letters are reproduced on the Symbol Users' Corner ... Ed).

As to the nature of "pen friends", my first idea was to approach other Adult Spastics Centres and I gave away a number of letters with, so far, no response. Which is a pity, for even symbol users with a limited vocabulary can be helped to produce a simple letter along the lines mentioned in the previous paragraph. The motivation is great and learning will surely accelerate. At the foot of this contribution, I shall give details of symbol users for whom I have written letters and who would love pen friends, no matter what age. Write to them directly or, if you would like to see their letter first, write to me first and I will send you a copy which can serve to establish contact.

A last comment: dismayed at failing to find interest in letters from two of our older symbol users, I approached two mature gentlemen of my acquaintance - one a retired businessman, one a vicar - who accepted the letters and wrote replies in longhand, which I transcribed into symbols. I was rewarded for the time spent on these transcriptions by the joy of the recipients - they had received a letter they could actually read (both are illiterate) and someone cared enough for them as individuals to write to them. One has written back, one is in the process of doing so. It would be better if the correspondents were also symbol-users, but this is a good second-best.

However, I do hope to hear from you and your symbol users!

Renee E. Woodhouse,
9 St. Mary's Close,
Tenbury Wells, Worcs.
WR15 8ES
England

Symbol users who would like pen friends. All are at The Spastics Centre, Kyre Park, Tenbury Wells, Worcs.

1. Dorian Brooks , 50, shy, but loves God, flowers, music (jazz - brother has a jazz band), football, boxing. Welsh. Mother lives in Pembroke.
 2. Paul Jenkins, in his twenties, chatterbox, wheelchair. Family lives near London. Likes going out into the garden and to discos, horseback riding, paints pictures, has been abroad.
 3. Kevin Jones, 22, happy and outgoing, uses eyescanning. Likes people, discos, parties, mum and brother Ian live in Kidderminster, Worcs.
 4. Bernie Marshall, 54, wheelchair, likes music, outings, parties, beer and going to church.
 5. Jeannie Woodford, in her 20's, shy, but an incipient women's libber. Likes painting pictures, television, Discos, and Babycham!
 6. David Cooper, 24, rather a mobile menace. (Poor sequencing). Likes cars, car mechanics, girls, shopping, discos, pubs. Planning, with others to attend a western and country festival in America this summer.
 7. Billy White, a young 39, and a new arrival. Likes going out, art, food, discos, people.
-

I have a wheelchair and can push it without help. I go

$\perp_1$ $\overset{\wedge}{\pm}$ $\boxtimes$ $+$ $\overset{\wedge}{\cdot}\overset{\wedge}{\vee}$ $\rightarrow\Box$ $|$ 1^+ Δ $\perp_1$ $\overset{\wedge}{\Delta}$

in the garden in sunny weather and in bad weather

$\Box$ $/$ $\triangle$ $\Box$ $\overset{\vee}{\bigcirc}$ $\oplus$ $+$ $\Box$ $1\overset{\vee}{\oplus}!$ $\oplus$

I watch television. I like, too, to go on horse,

$\perp_1$ $\overset{\wedge}{\odot}$ $\Box\odot\gamma\zeta$ $\perp_1$ $\overset{\wedge}{\heartsuit}+!$ $+$ $\overset{\wedge}{\Delta}$ $\times$ $\pi\wedge$,

and art.

$+$ $\Box\odot$.

Please you will write to me? 'bye for now!

$!\heartsuit$ $\perp_2$ $\backslash$ $\perp_1$ $!$ $\odot\leftarrow\rightarrow$ $\gg$ $) ($ $!$

Hello! I'm

$\odot\rightarrow\leftarrow$ $!$ $\perp_1$ $\overset{\wedge}{\oplus}$ Kevin Jones,

I am 22, have a wheelchair, and I like to laugh and

$\perp_1$ $\overset{\wedge}{\oplus}$ 22, $\overset{\wedge}{\pm}$ $\backslash$ $\boxtimes$, $+$ $\perp_1$ $\overset{\wedge}{\heartsuit}+!$ $\overset{\wedge}{\heartsuit}\uparrow\odot$ $+$

to talk with my eyes. I like Discos, parties,

$\overset{\wedge}{\odot}$ $+$ $\perp_{1+}$ $\overset{\times}{\odot}$ $\perp_1$ $\overset{\wedge}{\heartsuit}+!$ $\overset{\otimes}{\square}$ γd , $\overset{\wedge}{\Delta}$, $\overset{\times}{\star}$

outings, and have many friends.

$\overset{\times}{\Delta}$ $\Box\rightarrow$, $+$ $\overset{\wedge}{\pm}$ $\overset{\vee}{\times}$ $\perp\overset{\times}{\heartsuit}+!$

My mum lives in Kidderminster and she has a

$\perp_1+$ $\triangle$ $\odot$ $\square$ $\times \times \triangle K$ $+$ $\triangle_3$ $\pm$ $\backslash$

newspaper shop. My brother, Ian, goes (to) college

$\square$ $\otimes$, $\square$ $\odot$. $\perp_1+$ $\wedge_2$, Ian, $\triangle$ $\triangle \uparrow \square c$

and he is learning to drive a car.

$+$ $\wedge_3$ $\downarrow$ $\otimes$.

You will be my friend and write (to) me?

$\boxed{?}$ $\perp_2$ $\odot$ $\perp_1+$ $\perp \heartsuit +!$ $+$ $\backslash$ $\perp_1$.

Cordially,

$+$ $\heartsuit \rightarrow$

Hello! I would like to write to you.

$\circ \rightarrow \leftarrow$ $!$ $\perp_1$ $\heartsuit +!$ $\backslash$ $\perp_2$.

My name is

I am 54 and

$\perp_1+$ $\otimes$ BERNIE MARSHALL. $\perp_1$ $\odot$ 54 $+$

have a wheelchair. I like music, outings, parties,

$\pm$ $\backslash$ $\otimes$. $\perp_1$ $\heartsuit +!$ γd , $\triangle$ $\square \rightarrow$, $\rightarrow \star \leftarrow$,

(a) little telly and Church. I adore (drinking) beer!

$\vee$
I $\square \odot \gamma \nearrow$, $+$ $\triangle \triangle$. $\perp_1$ $\times \times$ $\heartsuit +!$ $\otimes B$!!!

Our home is named Kyre Park and is near (a) small town Tenbury.

$\overset{x}{\perp} 1_+$ $\triangle$ $\overset{\wedge}{\oplus}$ $\overset{v}{\otimes}$ $\circ \uparrow K$ + $\overset{\wedge}{\oplus}$ $\overset{v}{\perp} 1$ $\overset{\wedge}{\perp} 1$ $\times \triangle T$.

We have 40 residents and many houseparents. We have

$\overset{x}{\perp} 1$ $\pm$ 40 $\overset{x}{\triangle}$ + $\overset{v}{\times}$ $\triangle \uparrow$ $\overset{x}{\perp} 1$ $\pm$

a big garden with flowers and trees and a lake with

$\backslash$ $\overset{v}{\perp}$ $\triangle$ + $\overset{x}{\circ}$ + $\overset{x}{\uparrow}$ + $\backslash$ $\times \sim$ +

water lilies and water birds (ducks).

$\sim \overset{x}{\circ}$ + $\sim \overset{x}{\times}$.

Please write (to) me. Your letter will make me happy!

! $\heartsuit$ $\backslash$ $\overset{\wedge}{\perp} 1$ $\perp 2_+$ $\boxplus$ $\triangle$ $\perp 1$ $\overset{v}{\heartsuit} \uparrow$!

Hello! I am

I am young

$\circ \rightarrow \leftarrow$! $\overset{\wedge}{\perp} 1$ $\overset{\wedge}{\oplus}$ Jeannie Woodford, $\overset{\wedge}{\perp} 1$ $\overset{\wedge}{\oplus}$ $\overset{v}{\circ}$

and have sky-colour eyes, sun-colour hair, and a wheelchair.

+ $\overset{\wedge}{\pm}$ --- $\overset{x}{\odot}$ $\overset{x}{\odot}$, $\overset{\square}{\bigcirc}$ $\overset{\square}{\bigcirc}$ $\overset{x}{\bigcirc}$, + $\backslash$ $\boxtimes$.

I like art, I draw pictures of animals, trees

$\perp 1$ $\overset{\wedge}{\heartsuit} + !$ $\square \odot$, $\perp 1$ $\overset{\wedge}{\triangle}$ $\overset{x}{\odot}$ $\square$ > π , $\overset{x}{\uparrow}$

and the sky. Also, I like T.V. and going

+ $\swarrow$ --- + $\perp 1$ $\overset{\wedge}{\heartsuit} + !$ $\square \odot \gamma \zeta$, + $\overset{\wedge}{\triangle}$

to the Disco! I love Babycham.

ω $\square$, γd , $\hat{\Delta}$ ω $\perp_1$ $\rightarrow \hat{\heartsuit}$ $\rightarrow \omega B$.

I would like a young man to be my friend and write to me.

$\perp_1$ $\hat{\heartsuit}+!$ $\setminus$ $\overset{v}{\circ}$ $\wedge$ $\hat{\oplus}$ $\perp_1+$ $\perp \heartsuit+!$ $+$ $\setminus$ $\hat{\perp}_1$.

writes this letter.

Dorion Brooks $\setminus$ $\cdot$ $\boxplus$.

I have sky-colour eyes and hair(s) under my nose. I am

$\perp_1$ $\hat{\pm}$ $\overline{\omega}$ $\overset{x}{\circ}$ $\overset{x}{\oplus}$ $+$ $|\hat{\oplus}$ $\div$ $\perp_1+$ $\angle$ $\perp_1$ $\hat{\oplus}$

in a wheelchair. I love God and flowers and like music,

$\square$ $\setminus$ $\boxtimes$ $\perp_1$ $\rightarrow \hat{\heartsuit}$ $\rightarrow \hat{\Delta}$ $+$ $\overset{x}{\circ}$ $+$ $\hat{\heartsuit}+!$ γd JAZZ,

football, boxing, car mechanics.

$\Delta \searrow \overset{\square}{\circ}$, $\boxtimes$, $\overset{\hat{\Delta}}{\circ} \boxtimes \boxtimes$.

I have 3 brothers and one sister and mum. 2 brothers

$\perp_1$ $\hat{\pm}$ 3 $\hat{\wedge} 2$ $+$ 1 $\hat{\Delta} 2$ $+$ $\hat{\Delta}$ 2 $\hat{\wedge} 2$

live in Bath, one in Wales, and mum in

$\hat{\oplus}$ $\square$ $\times \times \triangle B$, 1 $\square$ $\perp w$, $+$ $\hat{\Delta}$ $\square$

Pembroke. One brother is a musician in a 6 - man - band.

$\times \times \triangle P$. 1 $\hat{\wedge} 2$ $\hat{\oplus}$ $\wedge \gamma d$ $\square$ $\setminus$ 6 $\wedge d$.

His son makes music with a guitar. I listen to music

λ₃₊ 8 [^]△ 2d + ⊕2dG. ⊥₁ [^]2 2d

on my tape recorder.

× ⊥₁₊ ⊗2dT .

Maybe you will like to be my friend and will write to me?

? ⊕ ⊥₂ [^]♥+! ⊕ [^]⊥₁₊ ⊥♥+! + \ ⊥₁.

Your letter will make me happy!

⊥₂₊ ⊠ [^]△ ⊥₁ [^]♥↑ !

! $\downarrow$ $\odot$ $\gg$ $\perp_1$

Created by residents
and staff of The Villa
Hospital, Thornhill,
Ontario

It only takes a little time

$\downarrow$ $\odot_1$ $\downarrow$ $\backslash$ $\perp$ $\odot$

For me to talk with symbol sign.

$\gg$ $\perp_1$ $\circ$ $+$ Σ $\leftarrow$ $\square$.

If you could hear my silent plea

? $\gg$ $\perp_2$ $\cdot \vee$ $\hat{\circ}$ $\perp_{1+}$ $\cancel{\circ}$ $\boxed{?}$

I know you'd stop and talk with me.

$\perp_1$ $\hat{\square}$ $\perp_2$ $\rightarrow$ $+$ $\circ$ $+$ $\perp_1$.

Grunts and gestures are not my choice.

$\times$ 2 $+$ $\leftarrow$ $\hat{\odot}$ $-!$ $\perp_{1+}$ $\otimes$.

I point to symbols; they are my voice.

$\perp_1$ $\hat{\leftarrow}$ $\gg$ Σ ; $\times$ $\perp_3$ $\hat{\odot}$ $\perp_{1+}$ $\odot$.

So when you see me, watch my style.

$+$ $?\odot$ $\perp_2$ $\hat{\odot}$ $\perp_1$, $\boxed{\odot}!$ $\perp_{1+}$ $\hat{\downarrow}$.

I point, you read; we'll chat a while.

$\perp_1$ $\hat{\leftarrow}$, $\perp_2$ $\hat{\odot}\square$; $\times$ $\perp_1$ $\circ$ $\gg$ $\perp$ $\odot$.

Hello friends

(Penpal letter from a symbol class in
Holland to a symbol class in Toronto)
$$\overset{x}{\perp_1} \rightarrow \leftarrow \overset{x}{\perp_2} \heartsuit +!$$

We liked your letter very much! We read your letter together.

$$\overset{x}{\perp_1} \overset{\wedge}{\heartsuit} +! \overset{x}{\perp_2} \boxtimes \overset{v}{\times} \overset{x}{\perp_1} \overset{\wedge}{\odot} \boxplus \overset{v}{\perp_2} \boxtimes \overset{v}{|} +!$$

We have a lot to tell.

$$\overset{x}{\perp_1} \overset{\wedge}{\pm} \overset{v}{\times} \overset{\wedge}{\odot}$$

Yesterday it was the school's birthday. We all made a hat for the party!

$$\odot, \triangle \uparrow \square \odot \star, \overset{x}{\perp_1} \boxtimes \overset{\wedge}{\triangle} \square \gg \star \leftarrow$$

Miss Maryke (speech therapy) has gone to other

$$\triangle \uparrow \square \odot \uparrow \square M \overset{\wedge}{\odot} | > > | | 2$$

children. We had ice cream. We saw the film Mr. Symbol Man!

$$\text{♀} \wedge \triangle, \overset{x}{\perp_1} \overset{\wedge}{\pm} \boxtimes \odot \heartsuit \uparrow, \overset{x}{\perp_1} \overset{\wedge}{\odot} \boxtimes \wedge \Sigma \wedge,$$

We were very excited. One boy has black hair and brown

$$\overset{x}{\perp_1} \overset{\wedge}{\odot} \overset{v}{\times} \overset{v}{\heartsuit} !!!, 1 \text{ ♂ } \overset{\wedge}{\pm} \odot \overset{\square}{\perp} \overset{v}{\odot} + \odot_{1,4}$$

cheeks as John-Eddy. His name was John too! Esther goes

$$\odot \text{⌞} || = \text{♂}_{j.e.} \perp_3 \text{⌞} \overset{\wedge}{\odot} \text{John} + \text{♂}_e \overset{\wedge}{\triangle}$$

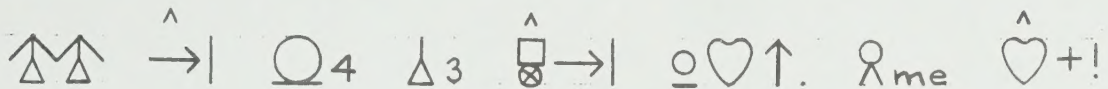
home for the weekend; she plays games and reads and draws.

$$\triangle \odot 7 + 1; \triangle 3 \square \wedge \heartsuit \uparrow + \boxplus + \text{⌞}$$

Selwyn likes horses. He rides on Mondays. Memo's

$$\text{♂}_S \overset{\wedge}{\heartsuit} +! \overset{v}{\times} \text{⌞} \wedge \triangle 3 \text{⌞} \odot 2. \text{♂}_{me}$$

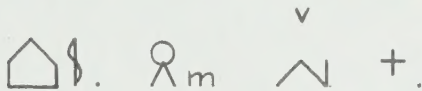
granny comes on Wednesday she brings sweets. Memo likes



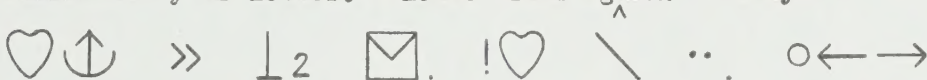
sweets! John-Eddy tells his uncle Jan is ill. He is in



hospital. Mike is ill too.



Thanks for your letter. Please write again. Goodbye



Love



Material from symbol users is reproduced essentially as submitted in order to reflect individual creativity and different styles of expression. Neither symbols nor usage are to be regarded as models for expression or instruction.

Note: 1) symbol composition and drawing have been updated to conform to the BCI 1000 stamp vocabulary of July 1978.

2) although the combine strategy is frequently employed to arrive at new symbol expressions, the personal symbol creation is often not enclosed between combine indicators as required by BCI practice.

ⓑ indicates 1) a symbol which differs from the C.K.Bliss version either in symbol form or accompanying wording or 2) a new BCI symbol authorized in the absence of requested comment from C.K.Bliss.

